

6 month reporting date 10/6/04  
12 month reporting date 03/06/05  
Closed 03/06/05

### Hanson School District Improvement Plan/Progress Report Form

**Principle: 3- Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:04 Evaluation procedures**

**School districts shall ensure a child is assessed in all areas related to the suspected disability and that evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provide by parents, that may assist in developing the content of the child's IEP.**

**Through interview and review of student files, the team validated functional assessment was not conducted in all areas of suspected disability in five of eight files. As a result, written reports of functional assessment are not available or provided to parents. Transition evaluations were not administered for two students of transition age, therefore present levels of performance were not linked to evaluation and included in the IEP.**

Through file review and interview, the monitoring team found in four of eight files parent input into the evaluation/reevaluation process was not documented.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate/reevaluate in all areas of suspected disability, including transition for transition age students, gather functional and developmental information about the child, including information provided by the parent and will provide a copy of the evaluation report to the parent.

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            All initial evaluations and reevaluations will include functional and developmental assessment in all skill areas affected by the disability.            What data will be given to OSP to verify this objective?            The district will review 100% of the initial evaluation and reevaluations conducted during the 6 month reporting period and document the number of files that had functional assessments completed in each area of disability.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers and Director</b>	Met 10/04	
Please explain the data (6 month) 10 of 10 files initial and reevaluations reviewed during the reporting time contained a functional assessment for each suspected disability.				
Please explain the data (12 month)				
<p>2. What will the district do to improve?            The district will evaluate in the area of transition for transition age students.            What data will be given to OSP to verify this objective?            The district will review 100% of the files of transition age students evaluated/reevaluated during the 6 month reporting period and document the number of files which contained transition evaluations.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers and Director</b>	<b>On going Report findings in the next reporting period.</b>	
Please explain the data (6 month) <b>No transition students were evaluated /reevaluated during this 6 month reporting time.</b>				
Please explain the data (12 month)				

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<p>3. What will the district do to improve?          All evaluations administered, functional and standardized, including transition will be analyzed and summarized into a written report and given to parents. What data will be given to OSP to verify this objective?          The district will review 100% of the evaluation/reevaluation files conducted during the 6 month reporting period and report the number files that contained a written report which was given to the parent.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 10/04</b></p>	
<p>Please explain the data (6 month) <b>10 of 10 initial and reevaluations files reviewed during the 6 month reporting period contained a written report for parents.</b></p>				
<p>Please explain the data (12 month)</p>				

**Principle: 3- Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:02 Determination of needed evaluation data**

As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs.

In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found consistently listed on the prior notice/consent for evaluation the Behavior Assessment for Children (BASC) and the personality test, House Tree Person. Interviews with special education teachers indicated the Cornbelt Cooperative has informed them that behavior assessments must be completed on all students suspected of a disability when requesting a psychological evaluation, even if the referral information did not reflect behavior concerns. The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Based on this information, the monitoring team concluded the district does not consider the child's individual needs when making the determination of needed evaluation data.

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>          The district will determine on an individual basis what areas will be evaluated and then evaluate/reevaluate only those areas necessary to support eligibility and the child's special education needs.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?          All initial evaluations and reevaluations will include assessment in the suspected area of disability for each child. BASC and House Tree Person assessments will only be completed for students who exhibit behavior concerns or at the request of the parents or the evaluation committee.          What data will be given to OSP to verify this objective?          The Hanson School District will review 100% of initial evaluations and reevaluations conducted during the 6 month reporting period and document:          1). The total number of files reviewed          2). The number of files in which the behavioral or personality evaluations/reevaluation were conducted as a result of specific behavior/personality concerns of the student.</p>	<p><b>April 1,2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 10/04</b></p>	

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Please explain the data (6 month) **1 of 10 initial and reevaluations files contained a behavioral or personality evaluation.**

Please explain the data (12 month)

2.What will the district do to improve All the District staff will use the state guidelines to help determine evaluations to be completed for each student to ensure that minimum testing requirement is met for each disability area. Additional testing will be determined on a case by case basis by the evaluation committee. What data will be given to OSP to verify this objective? The District will review 100% of the files for both initial and reevaluations during the 6 month reporting period and document: 1). The total numbers of files reviewed 2). The number of files in which the evaluation process included all the necessary evaluation to support the student's disability.	<b>April 1, 2005</b>	<b>Special Education Teachers and Director</b>	<b>Met 10/04</b>	
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Please explain the data (6 month) **10 of 10 initial and reevaluations files contained all the guidelines necessary to determine eligibility for each student.**

Please explain the data (12 month)

**Principle: 3-Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:06.01. Consent for reevaluation.**

Before conducting a reevaluation of an eligible child, parental consent is required, unless the district has documented every reasonable measure has been taken to acquire the consent.

Through a review of two student files, evaluations were administered without parent consent. In both cases, adaptive behavior evaluations were administered but were not included on the prior notice/consent as an area to be evaluated. In four files reviewed by the team, consent for evaluation was obtained however, not all evaluations listed on the prior notice/consent were administered. For example, consent was provided to evaluate the area of personality, however, this area was not assessed. In another situation, consent was received to evaluate the areas of adaptive behavior, fine motor, and social skills. There was no evidence these assessments occurred as they could not be located in the students file.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct all and only the evaluations which were agreed upon and documented on the prior notice/consent for evaluation.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

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<p>1. What will the district do to improve?          The District will conduct only those evaluations that are listed on the prior notice form.          What data will be given to OSP to verify this objective?          The District will review 100% of the initial evaluations and reevaluations during the 6 month reporting period and document:          1). The number of files reviewed and          2). The number of files in which only those evaluations identified on the prior notice were administered.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 10/04</b></p>	
<p>Please explain the data (6 month) <b>10 of 10 files contained only the evaluations listed on the prior notice form.</b></p>				
<p>Please explain the data (12 month)</p>				
<p>1. What will the district do to improve?          The district will receive parental consent for all tests prior to administration of the all tests.          What data will be given to OSP to verify this objective?          The District will review all initial evaluations and reevaluations completed during the 6 month reporting dates and document:          1). The total number of files reviewed and          2). The number of files in which all tests identified on the prior notice were administered.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 10/04</b></p>	
<p>Please explain the data (6 month) <b>10 of 10 files reviewed during the reporting time contained parental consent for the tests administered.</b></p>				
<p>Please explain the data (12 month)</p>				

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<b>Principle: 5-Individualized Education Program</b>
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<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p>
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<p><b><u>24:05:27:01.03. Content of individualized education program.</u></b></p>
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<p><b><u>24:05:27:13.02 Transition services</u></b></p>
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<p>Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p>
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<p>Transition evaluations were not administered for two students of transition age. As a result, present levels of performance, annual goals and needed services were not linked to evaluation in order to design an outcome oriented process which promotes movement from school to post-secondary school activities. Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The student outcome statements need to focus on what the student "wants to achieve" rather than statements like "is capable of living independently."</p>
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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p>
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<p>The district ensures that transition plans for students are a coordinated set of activities reflecting student strengths and interests, to prepare them for post school activities.</p>
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<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p>
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<p>The transition strengths and needs will be documented on the present level of performance and will be addressed as life planning outcomes which are student driven on the transition pages of the individualized education program.</p>
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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The District will complete transition evaluations for all students of transition age. What data will be given to OSP to verify this objective? The District will review 100% of the files for transition age students evaluated/reevaluated during the 6 month reporting period and document: <ol style="list-style-type: none"> <li>1) The number of files reviewed</li> <li>2) The number of files in which contained transition evaluations that were summarized into a report</li> <li>3) The number of files in which transition strengths and needs are listed in the present level of performance and link to the report and</li> <li>4) The number of files in which the transition service program links to the present level of performance.</li> </ol>	<b>April 1, 2005</b>	<b>Special Education Teachers and Director</b>	<b>On going Report progress during the next reporting period.</b>	
Please explain the data (6 month) <b>No transition age students were evaluated and reevaluated during the six month period.</b>				
Please explain the data (12 month)				
2. What will the district do to improve? The district staff will receive training in the transition area. What data will be given to OSP to verify this objective? The District will submit information as to who presented information, the staff who attended, and the date the training took place.	<b>April 1, 2005</b>	<b>Special Education Teachers and Director</b>	<b>Met 10/04</b>	
Please explain the data (6 month) <b>On May 4<sup>th</sup>, 2004, Beve Petersen, Transition liaison held a training session on transition at the Hanson School. The following Hanson staff members were in attendance: LaDawn Weidner, Joyce Hayes, Sylvia LaFave, Penny Pollereisz, Cindy Schneider and Rita Hanson.</b>				

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**Principle: 5-Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program.**

A student's IEP must contain present levels of performance based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. Present levels of performance must contain the student's strengths, needs, effect of the disability on the student's involvement/progress in the general curriculum and parent input.

Through file reviews, the monitoring team concluded due to the lack of functional assessments present levels of performance and annual goals did not represent specific skills the student was able to accomplish or needed to learn in each area affected by the disability. For example, in one file, there were no strengths or needs listed in the area of reading on the present level of performance but a goal was written for the area of reading.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the individualized education plans contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will: 1) Document specific skilled based strengths and needs, which link directly to the functional assessment, in each area of suspected disability on the present level of performance.

2) Link goals and objectives directly to the present level of performance.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

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<p>1. What will the district do to improve?          The District will complete functional assessment on every student, summarize the findings into a report and incorporate there findings into the present levels of performance. The outcomes of the functional assessment will be used to write the goals and objectives for the individual students.          What data will be given to OSP to verify this objective?          The District will review 100% of the files initial evaluations and reevaluations during the 6 month reporting period and document:</p> <ol style="list-style-type: none"> <li>1). The total number of files reviewed</li> <li>2). The number of files in which strengths and needs in present levels of performance              link to the evaluation report and</li> <li>3). The Number of files in which all goals and objectives link to the present level of              performance.</li> </ol>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 10/04</b></p>	
<p>Please explain the data (6 month) <b>10 of 10 files reviewed during the 6 month reporting time contained strengths and weaknesses that were linked to the functional assessment. All 10 of the files also showed evidence of linking goals and objectives to the functional evaluation.</b></p>				
<p>Please explain the data (12 month)</p>				